DOCUMENT RESUME

ED 080 434 SO 006 121

TITLE	Asian-African Pupil Resource Project. Final Program Report.
INSTITUTION	White Plains Public Schools, N.Y.
SPONS AGENCY	New York State Education Dept., Albany.
PUB DATE	[71]
NOTE	36p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	African Culture; Asian Studies; *Community Resources; *Cross Cultural Studies; Cross Cultural Training; *Cultural Education; *International Education; Pilot Projects; Program Descriptions; Resource Teachers; School Community Relationship; Secondary Grades; Social Studies; Student Development; *Summative Evaluation; World History
IDENTIFIERS	*Asian African Pupil Resource Project; Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

The White Plains Schools, both public and parochial, instituted a plan under E.S.E.A., Title III whereby selected students were given special training in the study of African-Asian cultures through the utilization of community resources. The purpose of this training was to provide a corps of trained students who would disseminate throughout the community a better understanding of the African-Asian influences on and contributions to world history. Differences and similarities between the cultures of the two continents and the cultures of the United States were emphasized. These student resource personnel were available for use primarily to work with students who are studying world history and also as speakers in the community wherever the opportunity to utilize their training occurred. This document is the final program report of the project. An evaluation is made of both procedureal and behavioral objectives. Conclusions are drawn and recommendations are made based on results of this evaluation. Included in the report is a packet of dissemination materials (correspondence, record forms, evaluation forms, data tables) which were used in the project. (Author/SHM)

ED 080434

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

FINAL PROGRAM REPORT

ASIAN-AFRICAN PUPIL RESOURCE PROJECT

SP006121

FILMED FROM BEST AVAILABLE COPY

PART I - STATISTICAL REPORT

SUMMARY OF FINDINGS

Several conclusions were evident as a result of this Title III project:

1. Student resources can learn a great deal about Africa and Asia in a series of seminars designed to provide them with such information.
2. For the most part, teachers are not anxious to utilize student resources in their classes.
3. Students can effectively transmit information, as instructors, to other students.
4. The new three-year sequence for ESEA, Title III programs is much superior to the plan we operated under. We were hindered greatly throughout the three years in not knowing when our funding would come in. There were gaps when we were operating without funds.

STATEMENT OF THE PROBLEM

Early in 1967 the City School District of White Plains applied for and received a planning grant under ESEA Title III "for the purpose of establishing a program for highly able students in the three high schools in White Plains--directed toward the persistent problem of how to develop international understanding by planning and establishing an innovative program for able high school students." The program devised under this planning grant became operational during the academic year 1968-1969.

The White Plains schools, both public and parochial, devised a plan whereby selected students were given special training in the study of African-Asian cultures through the utilization of community resources. The purpose of this training was to provide a corps of trained students who would disseminate throughout the community a better understanding of the African-Asian influences on, and contributions to world history. Differences and similarities between the culture of the two continents with the cultures of the United States was to be emphasized. These student resources were to be used primarily to work with students in the schools and also as speakers in the community. The specific objectives of the program both procedural and behavioral were evaluated and a report submitted.

ATTACKING THE PROBLEM

The White Plains Schools, both public and parochial, instituted a plan under E.S.E.A., Title III whereby selected students were given special training in the study of African-Asian cultures through the utilization of community resources. The purpose of this training was to provide a corps of trained students who would disseminate throughout the community a better understanding of the African-Asian influences on and contributions to world history. Differences and similarities between the cultures of the two continents with the cultures of the United States were emphasized. These student resource personnel were available for use primarily to work with students who are studying world history and also as speakers in the community whenever the opportunity to utilize their training occurs. In the final year 200 students were trained in the three schools.

After thorough study of the evaluation instruments and techniques which were used in the evaluation of the pilot project the evaluator suggested that he meet with the projector director and one of the evaluators who worked on the pilot project. After considerable discussion it was determined (and agreed to by all three participants) that the instruments used in the pilot study were largely inappropriate for use in any evaluation that we would undertake of the operational project. Specifically it was felt that the multiple choice tests that were available were too superficial and 'textbookish' and were not really able to assess the attainment of the knowledge that the resource people were trying to provide. The attitude measure that was developed for the pilot project was too 'transparent' and consequently its use had caused considerable ill feelings both in the schools and the community.

Also, because the evaluator was brought in after the program had already begun there was not enough time to develop and administer an appropriate pre-measure against which gains could be assed. As a consequence of these time constraints it was decided that the evaluation effort be exploratory, i.e., aimed at identifying specific observable behaviors which could then be used as the basis for future evaluations.

ANALYZING THE DATA (EVALUATION)

The stated procedural objectives of the program were as follows:

1. To develop a curriculum for the study of African and Asian cultures by utilizing student resources.
2. To place the student resources in different classrooms for their regular study of history.

The first of these objectives has been met satisfactorily (see Attachment F). Reactions to this curriculum were solicited from student participants and are reported and discussed later in this report. The second of these objectives was not met due to scheduling conflicts.

Teachers could request a student resource person to attend their classes on a given day to discuss what he (the student) had learned. A request form was developed (see Attachment A) which solicited the teachers comments on the effectiveness of the student resource person. Unfortunately, this teacher evaluation was instituted too late to be of any use in evaluating this aspect of the program at this time (only one teacher made use of the form). It is recommended that a revision of this procedure be included in any subsequent evaluation of the program.

The behavioral objectives of the program were as follows:

1. To develop within the students selected for this program a background of information about Africa and Asia by utilizing community resources.
2. To develop positive attitudes toward these cultures within the students involved in the program.

3. To develop within the selected students library research skills.

4. To develop within these students communication skills so that information about the cultures studied could be disseminated throughout the schools.

5. To develop within teachers the ability to be coordinators of learning rather than transmittors of information.

It was decided that objectives 1 and 4 above would be the basis of the evaluation and even then that the effort would be directed at instrumentation rather than assessment. Objective 2 above was not investigated because of lack of good sensitive instruments and the existence of strong community objections to attitude measurement in the schools. Perhaps in the future some effort can be made to assess these attitude changes using a structured interview technique. Objective 3 above was not included in the evaluation because there was no attempt to directly teach library skills. Since this was the case no existing instrument would be sufficiently sensitive to measure any change. Also, specific observable behaviors identified that would allow the constructing of a sufficiently sensitive measuring tool. A survey of existing library skills tests was undertaken by our evaluator and three potential instruments were identified. One or more of these could be used in a subsequent evaluation if observable behaviors could be identified. Objective 5 above is not included for reasons very similar to those ruling out objective 3. Since no specific training of teachers was involved in the program observable behaviors would be virtually impossible to identify. The intent of this objective was to help teachers change their method of teaching from teacher-centered to class centered which could probably be assessed using Interaction Analysis. Such a research project however would have to be elaborate to be of any benefit. Teachers would be required to submit to observation several times both

at the beginning and the end of the school year, there would have to be a control group of teachers, and observation of classroom behavior whether using Interaction Analysis, Multidimensional Analysis of Classroom Interaction, or the OSCAR method developed by Medley require highly trained observers. To expect that any changes classroom behavior as a result of this program could be observed using the above mentioned instruments was judged by this evaluator to be naive.

Objective 1 - To develop within the selected students background of information about Africa and Asia using community resource people. It was decided that the multiple choice tests developed and used in the pilot study evaluation were too superficial and not really representative of the kinds of information the resource people were trying to convey. There were probably two reasons for this; first, the tests were constructed by social studies after they heard the resource people; and second, the multiple choice format does not really lend itself to measuring the kinds of knowledge that the program intended the students to learn. In order to develop a suitable measuring instrument a series of telephone interviews of several resource people was conducted.

The telephone interviews had several purposes. First, and attempt was made to determine the broad objectives of the resource person's presentation. A second purpose was the identification of some specific facts, concepts and/or ideas he (the resource person) expected the students to retain. Using these stated objectives and observable behaviors a test could be written and a key developed so that teachers could grade them (see Attachments B1 - B3). Another purpose of the interviews was to determine if these resource people could effectively communicate their objectives and specify observable behaviors.

Five different speakers were interviewed by telephone. The interviews took from 30 minutes to one hour and 30 minutes to conduct. The evaluator

began each interview by stating his purpose and then asking the resource person to briefly describe his program and its objectives and to enumerate several pieces of information he felt a student should have learned from his presentation. Careful notes were kept during the interview and referred to from time to time for further clarification. In most cases the resource person was able to specify his objectives quite clearly and to provide several specific facts or ideas that he felt students should have learned.

After the interviews the evaluator used his notes to construct 30 short answer test items. A key in the form of a short list or brief description of an idea was provided for each question. These questions were divided into three sets and administered to three groups of high school students who had participated in the program. The 'tests' were administered during the final days of the 1969-70 academic year. Each question was graded on a 1-5 scale by a White Plains High School social studies teacher using the key which was provided by the evaluator.

The test items represented the presentations of all five resource people who were interviewed. However, two of these five were more frequently represented than the others probably because the subject matter of their presentations was more amenable to their specifying facts and ideas that the students should have learned. The scores on each item were recorded and means and ranges were computed (attachment C1 and 2).

Objective 4 - Objective 4 is related to teaching of communication skills to participants. In order to assess the effectiveness of the program in meeting this objective the following plan was devised. Twenty student participants were selected at random to attend the eleventh grade English classes of a White Plains High School teacher who specializes in public speaking. These

students were to present a 5-10 minute talk on one topic which was covered in the presentations of the resource people. A speakers evaluation form was developed and students in the English classes were instructed in the use of the form (See Attachment D).

Informal Evaluation

Donald Campbell, a noted Northwestern University psychologist, recently wrote that if one wants a positive evaluation of any innovative program he should ask the opinions of those who have a vested interest in the success of the program. However, in view of the reputation todays' student has for being candid I am not so sure that they are predisposed to telling the establishment what they think it wants to hear. It is felt, at least by this evaluator, that opinions freely and anonymously solicited from student participants in innovative programs are a valuable source of information not to be overlooked. Therefore, a brief questionnaire was devised soliciting students' reactions to this program (Attachment E). Specifically the students were asked which leaders were most and least successful and why, which session did they gain most from and why, which aspects of the program were most worthwhile and which were most disappointing, and what improvements they would suggest. Forty-one White Plains High School students responded to the questionnaire.

FINDINGS

OBJECTIVE 1 - Inspection of the means and ranges for each test item reveal that some students did retain a substantial proportion of the material that the resource people were trying to convey. Eleven of the items had high scores of 5 and means of between 2 and 4. On the other hand 8 items had high scores of 2 or less and one of these produced no score other than zero for all 18 students who responded. No real analysis of the total impact of the program on the students' knowledge of the material represented on the tests can be made with these data and such was not the intent. As a result of this exercise, however, it is felt that in a program such as this that the resource people can and should provide the content material for evaluation of the effectiveness of their presentations insofar as what specific facts and/or ideas were retained.

In tallying the scores of these items it was noted that items dealing with the most recent presentations tended to produce higher scores which suggests that most students may not be retaining the information for an extended period of time. It seems reasonable that if students are not retaining the information for extended periods of time it may be because they are unable to decide what information is important. If this is indeed the case it seems reasonable that a short evaluative test after each presentation would help the students determine which aspects of a given presentation are most important.

OBJECTIVE 4 - This plan, unfortunately, was not successful for several reasons. There was a scheduling conflict which forced scheduling of these speakers for the final two days of the academic year. Also, speakers were given neither specific instructions as to what was expected of them or adequate notice to

prepare a topic. As a result only three of the twenty students kept their speaking appointments and two of these chose to describe the African-Asian project rather than to discuss one specific presentation.

In the informal evaluation questions 6 and 8 were directed at the students' reactions to the worthwhileness of the program. From the responses to the questions it can be said that the students' reactions to the program were overwhelmingly positive. Of 39 students answering these two questions 38 of them gave positive evaluations of the worth of the programs while only one gave a negative reaction. The lone negative reaction was concerned that time spent in these sessions was a waste of valuable classroom time. The two main comments that were associated with positive reactions were (1) that the program afforded an opportunity to learn something that was not generally available in a typical classroom setting and (2) that they were learning about other cultures from people who had lived in those cultures. The latter is a theme that seemed to run through the informal evaluations. Other comments associated with these questions were related to the change in atmosphere from the classroom situation, and the fact that the programs were interesting, inspirational, and provided a different slant because they were learning about people and not governments.

Two questions on the questionnaire were directed at the students feelings about which programs were most successful and why, and which they gained most from and why. It is not really appropriate to consider with these data which individual speakers were thought to be the best.

It is interesting to note that the open-ended questions in the informal evaluation did produce a marked preference for two of the leaders, a Chinese scholar and a young African girl. Inspection of the reasons why individuals

were specified as successful reveals a pattern similar to that which was noted in the responses to the overall worthwhileness of the program, i.e., they learned information that they would not have learned in the classroom and that these people seemed to know and understand the culture they were describing because they had lived there. Other reasons for leaders being designated as successful seemed to be related to the effectiveness of their presentation. Such things as use of visual aids, displays of artifacts and pageants, organization and presentation of the topic, and ability to communicate on the students level were cited.

A closely related question was one which asked "Which leader was least successful and why?" One interesting and useful aspect of the responses to this question was the fact that a large number of students felt that they could not specify any program as being unsuccessful. Also, there was no clear preference for stating that any one program was less successful than others. Inspections of the reasons given for programs being unsuccessful seem to be related to the level of the presentation and the manner in which it was delivered. Statements such as "too intellectual," "too broad," "manner of speaking annoying," "monotone," "boring," and "uninteresting" were frequently given as reasons.

When asked what was the most disappointing aspect of their experience 22 of the respondents wither said "nothing" or chose not to answer the question. The students who chose to respond cited not enough time for individual programs, too few programs, too few countries and/or cultures covered, not enough speakers who were natives of the country about which they spoke, and most talks were too intellectual.

What improvements were suggested by the student participants? Again a large number (13 of 41) either felt no improvements could be made or declined to answer the question. Several students felt that there should be more "interesting" speakers although they failed to define what makes an interesting speaker. Others were a bit more specific and suggested that more speakers be

recruited who were natives of the cultures they were discussing, more speakers from Africa, and more speakers who could relate a given culture to the U. S. Still others felt that the program should have been better organized in that more time should have been available to set up the programs and recruit leaders. Others felt that there should be more demonstrations and/or film programs, fewer lectures, and that the programs should involve students in discussion more than they did.

The last question on the questionnaire solicited the student participants comments about the program. Very few students chose to comment and those who did largely reiterated what had been covered in previous questions. Some who commented suggested that the program be continued on a larger scale or that it be added to the curriculum as an elective course.

CONCLUSIONS AND RECOMMENDATIONS

A consultant was engaged by the project directed to design and conduct an evaluation of the final phase of the operational program. Since funding was delayed until late 1969 a 'crash' effort was necessary to begin the program as early as possible. The program was already well underway before the evaluator could begin work. These delays in funding programs such as this seriously impair their effectiveness. Valuable planning and administrative efforts are unnecessarily wasted and such delays make assessment of the educational outcomes of the program virtually impossible. In order to be truly effective evaluation must be an integral part of any such program. The evaluator should be consulted on such matters as selection of students and stating of measurable objectives before the program is underway. In this instance the delay in funding forced the project director to direct his energies toward obtaining resource people to participate in the seminars and away from evaluation.

The intent of our evaluation was exploratory in that it focused on specifying observable behaviors that would be the basis for future evaluations. To this end several of the resource people were interviewed in a feasibility study to determine if these people could successfully specify their objectives and provide us with test questions. The results of the feasibility study were reported and a prototype test developed. It is recommended that in any future program of this nature that the resource speaker be asked to specify what he expects the students to gain from the presentation, that a short test be prepared using the speakers statement, and that the test be administered to the students shortly after the presentation. The resource people appeared to be for the most part knowledgeable in their respective fields and genuinely interested in the students

as well as the success of the project.

A second aspect of the evaluation delt largely with reactions which were anonymously solicited from student participants. Judging from the nature of the responses it is felt that the students were candid and not making an attempt to please the administration. The results of that survey were gratifying. The students' reactions to the program were overwhelmingly positive and their comments should provide a base for restructuring of the program in future years. No attempt was made to determine which speakers were most successful at this time. Student comments seem to suggest that those speakers who were native to the country they were discussing, directed their presentation to the level of their audience, and organized their topics well, were more successful than others. Most students surveyed seemed to feel that the program had merit and should be continued with some minor modifications.

As discussed above at some length are the difficulties encountered in a program such as this due to the lateness of funding. It is strongly suggested, that in the future, innovative programs that are slated to receive financial support be so advised early enough so as not to interfere with their schedule. Lateness in funding can only lead to administrative waste.

In order to avoid any conflict in the future it is suggested that each student who is in the program be advised that he will be expected to make at least one presentation to a class during the course of the project. In this way data can be obtained on each student's ability to make a presentation of this sort. A plan could be devised which would allow the assessment in changes in communication skills. It is also suggested that use be made of the teacher request system where teachers can request participants to come into their classes to discuss some aspect of the African-Asian project. When a teacher requests a student speaker he should

be provided with copies of the speaker evaluation form (Attachment D) for his students. The teacher should complete the speaker evaluation form as well as the teacher request form.

In any subsequent evaluation it is recommended that the students be provided with a list and asked to rank each speaker or to specify which subset of four or five were most effective. Such a procedure would lead to more reliable identification of effective speakers. Students could also be asked for their reasons for feeling that given speakers were effective.

PART III - SUPPLEMENTARY PACKET OF DISSIMATION MATERIALS

TITLE III, AFRICAN-ASIAN PROGRAM
Education House
5 Homeside Lane
White Plains, New York 10605

Phone: 914-946-0525

Dear

Thank you for your inquiry concerning our pupil resources program in the study of Africa and Asia.

Beginning in February, 1968, a group of twenty-four ninth and eleventh grade students of the White Plains public and parochial schools will receive intensive education in a study of Africa and Asia with the goal being to learn differences and similarities in the cultures of these two continents as compared with those of the United States. A grant under Title III of the Elementary and Secondary Education Act of 1965 has made this project possible.

The students' program will consist of a series of innovative meetings to provide them with a variety of experiences. Activities for them will include speakers, trips, dinners and any activity which can give them a true picture of how the people of Africa and Asia live.

When these pupils have finished the program they will be available as student resources for use in their own classrooms, in their schools and within the community to aid in developing an understanding of peoples of the world as individual human beings.

Your name will be kept on our mailing list and from time to time you will be hearing from us as to the progress of this endeavor. If you have any specific questions, please do not hesitate to contact me.

Very truly yours,

Donald Kusel, Coordinator

DK:ig

TITLE III, AFRICAN-ASIAN PROGRAM
Education House
5 Homeside Lane
White Plains, New York 10605
Phone: 914-946-0525

Dear

As promised in our first communication with you we will continue to keep you up to date on our African-Asian Pupil Resource Project.

A pilot program has begun to test the various aspects of our endeavor. From this past February through June, the students will be involved in a study of the two continents with a major emphasis being given to the Orient and Central Africa. Dr. Ethel Alpenfels of New York University headed the first session and presented the students with concepts and techniques used in studying other cultures. Since then, experts in a specific cultural area of the region under study have met with the pupils to involve them in the study of that area. An attempt is being made to utilize the talents of people from the Westchester County area to serve in the program.

An unusual method was used in selecting pupils for the program. They were given a form on which they might volunteer themselves. On this sheet they also were asked to list up to four of their peers whom they felt belonged in the program. (This was to be done whether or not an individual volunteered himself.) Social studies teachers were given a list of the pupils in their classes who volunteered and asked to rate them on a four-part scale on their ability to speak before a class and their ability to conduct appropriate library research. From the most outstanding students according to teacher rating, a check was made on the number of times their classmates had recommended them. This list was then stratified so as to maintain a racial and religious balance.

We will keep you up to date on future developments in our program.

Very truly yours,

Donald Kusel, Coordinator

ig

TITLE III, AFRICAN-ASIAN PROGRAM
Education House
5 Homeside Lane
White Plains, New York 10605

Dear

As we originally promised you, we are keeping you up to date on our African-Asian Pupil Resource Project.

A group of high school students who went through a series of programs on Africa and Asia last year have been available during the school year 1968-69 for use as resources by classroom teachers. These specially trained people have put their talents to use in elementary, junior high and senior high classrooms. They have also appeared before community organizations.

Some of the topics that have been presented include:

"Myths of Africa"
"African Music"
"African Slavery"
"African Tribal Structure"
"Independent Africa"
"The Middle East Today"
"China's Past"
"Red China Today"
"U.S. and Vietnam"

A second group consisting of ninth and eleventh grade students has been attending programs so that they will be prepared to be resources next year. They have had experiences with art, religion, philosophy, music, dance, history and additional aspects of the cultures of different areas in Africa and Asia. In these special after-school seminars we have had a wide variety of leaders. Professors, teachers, religious leaders, natives of the areas and high school students who have traveled to these continents have led the sessions.

As to the success of utilizing students as resources, we are still involved with evaluation, but the responses of the classroom teachers and their students have been unanimously favorable so far.

If you wish additional information, feel free to contact me.

Very truly yours,

Donald R. Kusel
Coordinator

DRK:ig

TITLE III AFRICA-ASIA. PROGRAM
Education House
5 Homeside Lane
White Plains, New York 10605
Phone 914-946-0525

RECORD OF STUDENT RESOURCE USE

Person Requesting speaker_____

Date of appearance_____Time_____

Place_____

Special information (Grade, Class size, etc.)_____

_____

_____

Do Not Write Below Line

Speaker(s)_____

_____

_____

Comments on presentation:

ATTACHMENT B-1

TITLE III, AFRICA-ASIA
White Plains, New York

FORM I

Name _____

This is an experimental evaluation as part of the Title III program you have been in this year. Please put your name on this sheet. Your classroom teacher will not see your answers, but we are concerned that you do your best so that we can evaluate your experience this year.

The questions below are designed to test your understanding of some of the points made during presentations by resource persons. List your answers in the space provided.

1. List the reasons the Chinese immigrants in America had difficulties beginning about 1870.

2. List some of the measures taken by the established white society to suppress the Chinese.

3. How did the Japanese get around a California law which prohibited them from owning land?

4. List reasons why the Japanese had little difficulty assimilating into American society.

5. List ways in which American slavery tried to break down African culture.

6. What are the four ways of improving human relations in Chinese religion?

Answer the next four questions with a brief paragraph

1. Contrast the roles the Japanese and Chinese governments played in treatment of their people in America.

2. Briefly contrast slavery in America with that in Africa during the 18th century.

3. According to Chinese philosophy, what distinguishes between the races of man.

4. Discuss how to prepare a speech ahead of time.

ATTACHMENT B-2

TITLE III, AFRICA-ASIA
White Plains, New York

FORM II

Name _____

This is an experimental evaluation as part of the Title III program you have been in this year. Please put your name on this sheet. Your classroom teacher will not see your answers, but we are concerned that you do your best so that we can evaluate your experience this year.

The questions below are designed to test your understanding of some of the points made during presentations by resource persons. List your answers in the space provided.

1. List reasons why the Chinese have not had a great deal of difficulty assimilating into the American society.

2. List reasons why the reception given the Japanese immigrant was more positive than that given the Chinese.

3. List examples of the treatment given Japanese-Americans during World War II.

4. List ways Americans tried to rationalize slavery.

5. Briefly list some things you learned from the presentation on Art of Africa.

6. List ways a speaker can analyze an audience.

Answer the next four questions with a brief paragraph

1. Contrast the treatment of Japanese-Americans in California during World War II with that of Japanese in Hawaii during the same period.

2. Discuss how architecture is related to religion in China.

3. Discuss the role of the family in the Chinese way of life.

4. Compare giving a speech with writing an essay.

ATTACHMENT B-3

TITLE III, AFRICA-ASIA
White Plains, New York

FORM III

Name _____

This is an experimental evaluation as part of the Title III program you have been in this year. Please put your name on this sheet. Your classroom teacher will not see your answers, but we are concerned that you do your best so that we can evaluate your experience this year.

The questions below are designed to test your understanding of some of the points made during presentations by resource persons. List your answers in the space provided.

1. List some consequences of American slave owners' attempts to break down African culture among the slaves.

2. List some of the principal occupations of Macao.

3. List the main motivations behind Chinese religion (why one should be good).

4. List the five human relations according to Confucius.

5. List reasons why the Chinese have great respect for their ancestors.

6. List some ways of gaining the attention of an audience.

Answer the next four questions with a brief paragraph

1. Compare South America slavery with that practiced in North America.

2. What has been the main theme running through Chinese philosophy for the last 22 centuries?

3. Discuss the current Communist movement in terms of ancient Chinese philosophy.

4. Discuss the African artist's "special powers."

ATTACHMENT C-1

FORM I

Subject	Item 1	2	3	4	5	6	7	8	9	10
101	0	4	0	0	4	0	0	0	0	5
102	5	4	0	1	5	0	4	3	0	4
103	5	4	0	4	1	0	0	0	0	4
104	2	4	2	0	2	0	0	0	0	5
105	3	2	0	5	0	0	0	2	3	5
106	4	4	4	1	2	0	0	5	0	4
107	3	4	5	3	3	0	4	5	0	5
108	4	4	2	3	5	0	5	3	0	4
113	0	4	5	0	2	0	0	0	0	0
114	5	4	2	0	5	0	0	0	0	2
115	2	0	0	0	0	0	0	0	1	1
116	0	0	0	0	0	0	0	0	0	2
117	0	0	0	0	0	0	0	0	0	3
118	5	4	5	4	3	0	5	4	1	5
119	5	2	5	0	5	0	5	4	2	5
120	1	5	5	0	5	0	5	5	1	5
121	4	5	5	4	2	0	0	3	0	3
122	3	4	5	4	5	0	5	5	3	4
Σ	51	58	45	29	45	0	33	39	11	66
$\bar{X}$	2.83	3.22	2.5	1.61	2.5	0	1.83	2.17	.611	3.67
High	5	5	5	5	5	0	5	5	3	5
Low	0	0	0	0	0	0	0	0	0	0

ATTACHMENT C-2

FORM II

	Item										
Subject	1	2	3	4	5	6	7	8	9	10	Total
201	1	0	2	3	2	2	2	0	2	1	15
202	0	0	0	0	2	4	0	1	2	2	11
203	0	0	2	0	0	0	3	0	0	5	10
204	0	0	4	4	3	3	3	2	2	1	22
205	0	0	1	0	2	3	2	2	3	1	14
206	1	1	0	1	1	4	1	1	0	3	13
207	1	1	4	2	3	4	1	2	3	4	25
208	0	0	0	0	2	2	0	0	4	0	8
209	0	1	3	0	0	1	3	0	5	0	13
210	1	1	4	4	3	4	3	2	4	4	30
211	1	0	0	0	3	4	0	0	1	2	11
212	--	--	--	2	0	4	1	0	2	2	?
213	1	0	5	4	0	4	0	0	2	2	18
214	0	0	3	5	3	3	2	1	2	1	20
Σ	6	4	28	25	24	42	21	11	32	28	210
$\bar{X}$	.46	.31	2.15	1.79	1.71	3.0	1.5	.78	2.28	2.0	16.15
High	1	1	5	5	5	4	3	2	5	5	30
Low	0	0	0	0	0	0	0	0	0	0	8

ATTACIMENT C-3

FORM III

Item

Subject	1	2	3	4	5	6	7	8	9	10	Total
301	4	2	1	5	2	3	1	0	0	4	22
302	4	2	0	0	0	0	0	0	0	0	6
303	5	2	2	5	2	5	0	0	0	0	21
304	5	0	2	0	0	3	2	0	0	0	12
305	0	0	0	0	0	2	0	1	0	0	3
306	5	0	1	0	1	3	1	0	0	5	16
307	4	0	1	0	0	4	0	0	0	0	9
308	0	0	0	0	0	3	0	0	0	0	3
309	3	1	5	5	3	4	4	0	3	2	30
310	3	0	0	0	2	3	3	1	0	2	14
311	0	0	0	0	0	4	0	0	0	0	4
312	4	0	4	5	1	3	2	0	0	0	19
313	5	0	1	4	0	3	0	0	0	3	16
314	0	1	0	4	0	0	0	0	0	0	5
315	3	0	0	2	0	5	3	0	0	3	16
316	2	0	0	2	0	3	1	0	0	0	8
317	0	0	0	4	1	5	0	0	0	1	11
318	0	0	0	4	0	4	0	0	0	0	8
319	0	0	0	4	1	5	0	1	0	0	11
320	1	0	1	4	1	4	1	0	1	0	13
321	1	1	0	3	1	3	1	0	1	5	16
322	1	0	0	0	0	3	0	1	0	2	7
323	2	0	0	3	0	2	0	1	1	0	9
324	0	0	0	0	0	0	0	0	0	0	0
325	0	0	0	0	0	1	0	0	0	0	1
326	1	0	0	0	0	0	0	1	0	0	2
327	0	0	0	0	0	1	0	0	0	0	1
328	0	0	0	0	0	3	0	0	0	0	3
329	0	0	0	0	0	3	0	0	0	0	3
330	0	0	0	0	0	1	0	0	0	0	1
$\sum$	53	9	18	54	15	83	19	6	6	27	290
$\bar{X}$		.3			.5						9.67
High	5	2	5	5	2	5	1	1	3	5	30
Low	0	0	0	0	0	0	0	0	0	0	0

ATTACHMENT D

SPEAKER EVALUATION FORM

I. Direction: Check the space in the column which best describes your reaction to the speaker on each question asked.

	None at all	Rarely	Some-times	Often	Almost always
1. Did you feel the speaker was talking to you personally?					
2. Did the speaker appear to know what he was talking about?					
3. Was the speaker comfortable and at ease?					
4. Was the speaker interested in what he had to say?					
5. Was the speaker able to keep your attention?					
6. Did the speaker have good posture?					
7. Did the speaker use meaningful movements, gestures and facial expression?					

II. Answer the following questions briefly.

1. How did the speaker gain your attention?

2. What was the least easy to understand of the information presented?

3. What information did you find most interesting?

4. What do you think was the speaker's main purpose and main idea--that he wanted to get across to you?

ATTACHMENT E

TITLE III AFRICAN-ASIAN PROGRAM
WHITE PLAINS PUBLIC SCHOOLS
White Plains, New York

You have experienced several different presentations. From your experiences please react to the questions below. Answer as honestly and completely as possible. Do not put your name anywhere on this questionnaire.

1. Which individual session do you feel was the most successful? Why?

2. Which leader was least successful? Why?

3. Which session did you gain the most from? Why?

4. Which session was the most fun? Why?

5. Which session was the biggest waste of time? Why?

6. What has been most worthwhile about the Title III project so far? Why?

7. What has been most disappointing about the Title III project so far? Why?

8. Do you honestly think this project is worthwhile for you? Why?

9. What improvements would you make in the program? Why?

10. Please make any other comments you want to about the White Plains Title III project.

ATTACHMENT F

TITLE III AFRICA ASIA PROGRAM
WHITE PLAINS PUBLIC SCHOOLS
White Plains, New York

SESSION	TOPIC	SOURCE
1	Introduction	Ethel Alpenfels
2	Introduction to Asia	Alice Dresner
3	The Orient: An overview	Chih Meng
4	Art of China	Walter Hahn
5	Religions & Philosophy of China	Chih Meng
6	Films "Inside Red China" "Red China Diary: with Morley Safer"	
7	Japan	Walter Hahn
8	Art of Japan	Walter Hahn
9	India: A Teenager's View	Marsha Levy
10	India: A teenager's view	Marsha Levy
11	Buddhism	Rev. Shinjun B. Erwitt
12	Art of India	Stephen Gordon
13	Hinduism	R.K.K. Raman
14	Student Suggestions	
15	The Pacific World	Eleanor Simon
16	Southeast Asia	Eleanor Simon
17	The Middle East: Israel	Simcha Roneu
18	The Middle East: Arab World	Mark Granfar
19	Introduction to Africa	Alice Dresner
20	Evaluation	
21	Art of Africa	Barbara Matthews
22	United States and China: The Next Decade	Trip to New York Hilton
23	Films: "Negro Kingdoms of Africa" "Senegal" "Central African Republic"	
24	Music and Dance of Africa	Alfred & Seth Ladzepko
25	Public Speaking	Jean Anderson

SESSION	TOPIC	SOURCE
26	Asian Dinner	Local Residents
27	Research Techniques	Ed Archer
28	Asia and the USA	John Garcia
29	Africa and the USA	John Garcia
30	Asian Dinners	Local Residents
31	African Dinners	Local Residents
32	Evaluation	

wrp
November 20, 1970